

NEUROSCIENCE MODULE FOR PRIMARY SCHOOLS

‘BRAIN BASIC’ AND ‘MOVEMENT’ MODULE FOR PRIMARY SCHOOL

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The module development was developed based on conceptual model of Tyler's Objective and videos were created based on the module itself. The module is act as guideline for the teachers in teaching the students about neuroscience. During the teaching with the three participant, all of them requires some guide and moral support as this is new things for the children to learn. They will be constantly asking the question and teacher should provide some explanation by using real life experience towards them. So that the students are capable of comprehend the lesson well. Language usage also simple in explaining the example to the children. Hence, teacher should act as facilitator to teach so that the student capable of active learning and ask question regarding the lesson. This can be supported by Crawford (2018) that explained teacher should engrosses the students in the instructional environment through the learning activities such as practices and provide supporting moral to the students. Even Killion (2001) state that teacher should act as encouragers by provide suggestions, options and observe classroom activity. The videos have been received positive feedback from the participants. From the voice-over, animation and graphic, the review have been great. When creating a video, the language used should be consider based on the target group understanding so that they can understand the video well and watch the video for self-learning.

Since the video were range 34 about two until three minutes, the explanation about certain part or example were limited. This is because a research have shown that students prefer short online teaching videos (Meseguer-Martinez, Ros-Galvez & Rosa-Garcia, 2016). The video must be designed without any redundant cognitive load (Mayer & Roxano, 2003). All the participants gave a positive and constructive feedback about the module and video. Since this was new exposure to them, they accepted the learning very well. They were kept on asking for more after finished the module. The content were understandable for the participant. Since participant B and participant C still at the concrete stage (age seven until eleven), based on the Piaget theory (1963) as physical accumulates, accommodation is increased. This can be observed during the interview as both of them try to relate the learning with their personal experiences. For instance, voluntary movement example would be kicking a ball, running, riding a bicycle and playing hide and side with friends were the answer. On the other side, participant A (formal stage) will give out the different answer for the voluntary movement. She will told that voluntary movement is the movement that the muscle is produced and the human realized it. Activity such as skipping rope, dancing and reading are the example of voluntary movement. This is the stage where a person is no longer requires concrete objects to make a rational judgments and decision (Flavell, 1963). When the participants capable of explaining in their own way, this mean that they understood the knowledge. As Bloom et al.

(1956) mentioned that student should understand the information as this was the requirement in putting those skills and capabilities into rehearsal and subsequently a long-term knowledge.